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THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. No. XVII—No. 8 Published at Springfield, Mass. Editorial Office, University of Massachusetts, Amherst, Mass. November, 1955

English Studies In Japan

Opportunity and Responsibility

With college faculties being sent into all parts of the world American education may well be entering a new phase. In the era of bathtub gin and raccoon coats the professor combed his beard in the ivory tower of contemplation. In the 30's, however, this popular image was jolted out of focus as this same man began to write tax laws and to look like a business executive. The whole conception of the function of American higher education expanded during the depression. The CEA Institutes have finally aroused the English profession to the fact that we too have legitimate scholarly interests in government and business where our students have preceded us and are doing well. But we are twenty years, a complete generation, late in entering this field of study.

As we moved from the tower into the nation, so we may now participate in the world phase of learning and influence. And this time we can do so from the very beginning before the educationists, the political scientists, and the sociologists take our rightful place.

Robert Stockwell discussed the teaching of English as a second language in the Critic for May, 1954, and Leo L. Rockwell added specific suggestions about this in September, 1954. I wish to point out that, important as this is, the field of international English studies goes beyond the teaching of a second language. It is as broad as our interests within the nation. There are thousands of professors of English abroad who spend much of their energy teaching the second language. But they are also doing research in linguistics, comparative literature, literary criticism, and they are publishing the results of their scholarship. We should be at least acquainted with these colleagues of ours.

Nobody Is Bored

Japan may seem very remote from our professional interests. Actually it is the eastern frontier of English linguistic and literary studies. There are more than 5000 teachers of English on the college level. Nathan C. Starr's article, "Teaching English in Japan," in the Critic of April, 1953, gives an excellent description of some of the hazards and the joys of the visiting professor. As foreigners we confer honor within Japanese rules of courtesy by simply appearing on the campus. But if we will also teach in the American style, lecture, and write, we will find ourselves caught in the Japanese enthusiasm for education and well nigh embarrassed by his respect for the learned man. Students, colleagues, and the general public have an insatiable demand for what we can teach. Nobody has to be sold, cajolled, entertained, threatened — and nobody is bored. Probably no other people so much want what we are trained to give. This is not only the use of English as a second language but in addition the scholarship and point of view of the western world.

Almost 450,000 high school seniors and graduates crowded the libraries to prepare for college entrance examinations at the beginning of this academic year. Those who failed the year before and went to special preparatory schools are called ronin in student slang. The word originally meant the roaming warrior who was outlawed by his feudal master and who lived violently by his wits and his two swords. It evokes a similar emotional response as our two-gun badman of the West. Today it suggests to masses of Japanese students the desperate struggle to break into college. And in this fight, competency in English is one of their sharpest weapons.

The Dominant Second Language

English has been the dominant second language in Japan since the Meiji Restoration ended three hundred years of isolation in 1868. As in the rest of the orient, French, German, Dutch, and Spanish have been rivals. But English is now the international language of commerce and culture and is taught to almost every student. Lessons are broadcast twice daily over national radio programs. Accompanying texts for these are sold in the many bookstores that are found in every city, especially those near the high schools and universities. Four English language newspapers are published every day and three of them have a national circulation. The desire

(Please Turn To Page 8)

The National CEA Session

Palmer House December 27-29 Chicago, Illinois

Summary Schedule

Tues., Dec. 27 (All Tues. sessions, except breakfast, in **Illinois Room**)

8:30- 9:45 a.m. Room 1, Breakfast, Nat. Officers & Directors
10:30-11:00 a.m. Registration
11:00-12:00 n. Business Meeting
12:00- 1:30 p.m. Buffet Luncheon*
Message - CEA President-Elect
Greetings - Gwin Kolb, President, Chicago CEA
2:00- 3:00 p.m. Program
4:00- 5:00 p.m. Cocktails

Wed. Dec. 28

8:30- 9:45 a.m. Room 4, Breakfast, Regional Leaders (by invitation)

*Those planning to attend the luncheon should place reservations as soon as they can with Miss Catherine Ham, Department of English, University of Chicago, 1050 East 59th Street, Chicago 57, Illinois Non-CEA members are welcome. Tickets will be required. Luncheon price, $3.50 (all charges included).

PROGRAM

(Tues. Afternoon - Illinois Room)

Theme: **Teaching Translations**

Presiding: Maurice B. Cramer
Professor and Chairman of Humanities in the College, University of Chicago

Speakers: Bernard Schilling
Professor of English, University of Rochester

Knox C. Hill
Associate Professor of Humanities in the College, University of Chicago

John Ciardi
Lecturer in English, Rutgers University

Program Committee

Bruce Dearing, Swarthmore College
Donald J. Lloyd, Wayne University
Norman Holmes Pearson, Yale University.
Henry W. Sams, University of Chicago (Chairman)

Committee on Arrangements

Gwin J. Kolb, University of Chicago
Catherine Ham, University of Chicago
David Clark, University of Massachusetts

NOTICE OF THE ANNUAL BUSINESS MEETING

The Annual Business Meeting of the College English Association Inc., will be held in the Illinois Room, the Palmer House, Chicago, Illinois, on Tuesday, December 27, 1955. The business session will begin at 11:00 a.m. National CEA President Kathrine Koller (University of Rochester) will preside.

Maxwell H. Goldberg
Executive Secretary

South College, Univ. of Mass., Amherst

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Teaching Translations Squatter's Rights?

Regarding the program of the annual meeting, Norman Holmes Pearson writes: "The problem that has always interested me is the problem of English teachers who are called on or feel drawn to include masterpieces originating in some other culture than the English or American fields in which they have been trained . . .

"On the whole, ill-trained as we are both in the original languages and the backgrounds of such classics, we do not shy away; though certainly, we would be suspicious of anyone who in a French course taught Shakespeare in translation, or T. S. Eliot in Italian. Nor do we like to think that instructors in any other literature than English are suited to teach these introductory survey courses."

Report on the By-Laws

The Committee on By-Laws reports through its chairman only one significant proposal for a change, though one urged from several quarters. It is that without altering the statement of specification of his duties and reponsibilities, the title of the Executive Secretary be changed to Executive Director.

The purpose of this change is twofold: to take account of the real nature of the duties the Executive Secretary has performed since the inception of CEA, and to improve his status in protocol for the discharge of his duties in relation to other professional organizations, foundations, and institutions.

It is noted that one major preoccupation of the Committee on By-Laws is to insure and enlarge democratic control and participation in the operation of the organization. The purpose of the change in title is to strengthen the hand of the Executive Officer in carrying out the policies of the organization as determined by the membership at large through its elected officers and directors, not to centralize authority in the hands of the Executive Officer.

Bruce Dearing
For the Committee

Jibberings of an Old Ghost

As an admittedly unscientific person I have a great respect for men of science. I envy them their calm assurance that they know what they know. But one thing about them definitely annoys me: a "certain condescension" toward all of us who have not reared our structure of knowledge upon a foundation of axioms.

My mathematical colleagues, for instance, are calmly assured that a straight line is the shortest distance between two points and that things which are equal to the same things are equal to each other; just as though Jehovah had met them on the top of Sinai and handed them those statements graven on tablets of stone. Then when other truths are firmly placed on those first ones, and still others on those, they can eventually gaze with complacency upon a tower of truth whose every stone is as solidly established as the pyramids.

Undoubtedly we who teach Philosophy and History and English must measure values by no such infallible yardstick, but by one which has no place in the Chemical laboratory and the Mathematics classroom. I am referring to emotion. What is the area within a circle the radius of which is one mile? How much greater is the area within the square of that circle? Each of these questions has only one answer; all others are wrong. But how great a man was Napoleon, and how much greater was Washington? Which was the abler writer, Dean Swift or Dickens, and Why? These questions have no indisputable answers and the reasoning which leads to the answer is more important than the answer itself.

Underneath all his polite assurances, my mathematical friend believes that my scale of values is not factual but emotional, and therefore erratic. All of my judgments, which so seriously affect the standing of my students, are subjective rather than objective, as Truth itself must be. Consequently they may vary with the state of my digestion. Marks are lower presumably on those days when I missed my morning cup of coffee. I am sure he would be more comfortable about me if he knew that I counted the number of misspelled words on an examination paper, and the split infinitives and the prepositions at the ends of sentences and the grammatical errors, and rated memory by the number of inaccurate quotations; and then somehow transferred all these sorrowful revelations to a graph.

O very well! Let us admit that emotions even more than reason are the business of our English classrooms; we must study them and measure them, and consider their control. The arts rather than the sciences are the purest form of their expression. But yet they are the dynamo providing the power which keeps all kinds of reasoning at work.

Twenty years ago (can it be as long as that!) the Carnegie Foundation provided me with eight thousand dollars to use in searching out the answers to several questions; and later they added another three thousand to carry the enquiry further and provide for publication. First, we were to ask the outside world of business and society whether it was satisfied with the output of written expression from our colleges. Then we were to ascertain the methods of teaching composition most generally followed and test them against an experimental method; and in conjunction with all this we were to seek answers to any questions as to English teaching which might arise along the way.

We asked many questions and

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found many answers, and published them in pamphlets which now are forgotten; and new grantees are asking the same questions all over again and doubtless getting the same answers. Such is the custom in the Kingdom of Academia. But one of our inquiries deserves mention here. It questioned the validity of teacher-judgment as to the merit of any piece of writing.

Having several hundred student-guinea-pigs at our command, we set them to writing brief "themes" on any chosen subject. Then these were all numbered and typed, to avoid any handicap of bad handwriting. These themes were then read and "graded" by three teachers, who recorded their judgments by numbers on a separate sheet. The themes were then given to three intelligent citizens, — a clergyman, an educated housewife, and the city librarian. They were then set aside for the rest of the academic year, and read and graded again by the three teachers, who would presumably have forgotten the marks they had given months before, and might even be experiencing a different mood or emotional state. All five judgments of each theme were identical on nearly 100% of the papers.

It is possible that we English teachers also have our axioms, and build a tower of truth upon them; and that they are not either spelling or grammar, but certain other values, perhaps emotional ones, which we have defined in our own minds.

Gaining assurance as I write this, I wonder whether three Arithmetic teachers, grading the same themes, and perhaps guessing some of the students who wrote them, could keep emotion out of their final judgments, and exhibit such unanimity. Gaining more assurance, I am not wholly convinced that a straight line between two points is always the shortest way home; or that things which are declared to be free and equal are necessarily equal to each other. In fact I am beginning to regard my scientific colleagues with a certain condescension.

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CHARLES SCRIBNER'S SONS

EXERCISES IN LITERARY UNDERSTANDING

THE SCARLET LETTER

(This is the third in a series of exercises prepared by John Butler of Amherst College.)

Your purpose in this exercise is to come to some conclusions about Hester's and the narrator's attitudes toward sin in **The Scarlet Letter.** Your method will be to look closely at specific passages in which sin is discussed, decide what standard the speaker is using to evaluate actions (as "sin" or not) in each passage, and what judgments are made. Finally you are asked to generalize about both Hester's and the narrator's standards and attitudes. Note: before you write about a passage, remind yourself (by re-reading) of the context in which it occurs.

I

1. On p. 106 (Rinehart Edition), ch. 8, in the paragraph beginning "God gave me the child!", what does Hester mean by "my sin"? What seems to be her standard here?

2. On p. 186 (ch. 17), in "What we did had a consecration of its own," what does "consecration" mean? By what standard was there a "consecration"?

3. Re-read, at the bottom of p. 250 (ch. 24), from "Hester comforted and counseled them" to "destined prophetess" on 251:
a) What do you think is the "new truth" in which Hester had a "firm belief"? What is the "new relation between man and woman"? (b) What does "when the world should have grown ripe for it" mean? (c) How was this belief "comforting" to the "erring" women? (a) In the light of what you have just said, does Hester, in this passage, think she has sinned, or not sinned, or both? By what standards?

II

4. In paragraph one on p. 83 (ch. 6), what seems to be the narrator's standard when he says "sinful like herself"?

5. (a) In the last paragraph on p. 155 (ch. 13), what seems to be the narrator's approach to his story? What difference does he imply between the New England people of Hester's time and the New England people of his own time—that is, the readers for whom this novel was written? (b) In the following paragraph (to the bottom of 156), the narrator says Hester "might have been a prophetess." What seems to be his attitude toward the "new religious sect"? (c) What is the narrator's attitude toward Hester's sin in these two paragraphs?

6. In the second paragraph of ch. 18 (p. 190), what is the narrator's attitude toward Hester's "fate" of freedom? Consider particularly what standards and attitudes are implied in the last sentence by the words "strong" and "amiss."

7. In the second full sentence on p. 251 (ch. 24), is it the narrator speaking for himself who says "stained with sin," or is this his summary of **Hester's** view of herself? "Sin" by what standard?

Write a well organized essay of about 750 words on the narrator's and Hester's attitudes toward Hester's sin in **The Scarlet Letter.** Your main concern should be in explaining whether the narrator's attitude is simple or complex, and **how,** specifically, it is simple or complex. Your essay should be largely made up of a discussion of the passages you have considered in I and II above, but feel free to bring in other relevant passages. Note: after answering the questions in I and II, and **before** writing your essay, you should re-read several chapters to see whether your conclusions need revision. In other words, test your findings.

Some Answers Suggested

1. The standard here seems to me to be Puritan, or, more generally, Judaeo-Christian.

2. The answer is implied by Hester's remark, "We felt it so." Isn't this Romantic individualism, the standard of the "natural" man? Surely the "we felt it so" is non-Puritan; this is being true to the "self," to one's own standards, rather than being true to an external standard. Probably Emerson's self-reliance is also relevant here.

3. It seems to me that she means she has sinned by Puritan standards but not sinned by her own standards, or almost not sinned, or sinned not quite so seriously, and that in a more "enlightened" age her sin would not have been censured so severely.

4. Here the narrator appears to be a Puritan.

5. Here he becomes a Historian of Religion, it seems to me, with much talk about ages: "it was an age in which the human intellect, newly emancipated, had taken a more active and wider range than for many centuries before," and so on. His attitude toward the new religious sect I take to be partly favorable. Hester is being justified, in part, as a "product of the times," though the justification is never entire, I think, especially in the whole novel. Perhaps it would be better to say that her behavior is being "explained" rather than justified: there is much in this passage (e.g., "marble coldness") which suggests the danger of the overemphasized intellect (cf. Ethan Brand); Hester was in danger of becoming something of a Rationalist. Contrast the "consecration" passage. Reliance on "feeling" had led to error in the forest; reliance on freedom of speculation led to "marble coldness."

6. "Strong" means "good" by Romantic standards (and Transcendental); "amiss" refers to too much "solitude, despair," and probably "speculation." Solitude is "amiss" chiefly by Hawthorne's own standards, I suppose, or by a psychological standard which would call too much solitude "unhealthy." But solitude is not amiss by most Christian standards, for in the tradition of Christianity there have always been those who withdraw. "Despair," on the other hand, is amiss in the Judaeo-Christian tradition. "Speculation" is probably Good to the Romantic, Bad to the Puritan, and good or bad to various kinds of Christians.

7. It seems to me that this is the narrator speaking for himself in terms of Judaeo-Christian morality, and I think that at the same time he is trying to attribute this view ("stained with sin") to Hester, but I do not see that his attributing it to her is quite fair to the Hester that has been dramatized in the novel.

Chicago CEA

The next meeting of the Chicago CEA will be held at the University of Illinois, Navy Pier, Chicago, in the spring.

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The Bishop's Company

"Affairs are now soul-size"

On September 27, 1955, Christopher Fry's **The Boy with a Cart** was performed at Grace Episcopal Church in Amherst, Massachusetts, by a travelling professional troupe called the Bishop's Company. This group, founded in California in 1952 by Phyllis Beardsley, who is currently co-producer with Hal Bokar of the six plays in its repertoire, has as its major purpose the revival of drama as an embodiment of religious faith and an enrichment of communal worship.

Though originally sponsored by Methodist Bishop Gerald H. Kennedy, the Bishop's Company has an interdenominational policy; its ten members have performed in churches of varying denominations throughout the country, from their home base on the West Coast to New York and New England, and are now planning their first international tour. In 1954 they performed in Evanston, Illinois, as official participants in the Second Assembly of the World Council of Churches.

Aside from **The Boy with a Cart,** the repertoire of the Bishop's Company includes: Fry's more recent religious play, **A Sleep of Prisoners:** the Coxe - Chapman adaptation of Melville's great short novel, **Billy Budd;** Stephen Vincent Benet's dramatization of his celebrated short story, **The Devil and Daniel Webster;** an authorized adaptation by Phyllis Beardsley of Alan Paton's novel of South Africa, **Cry, the Beloved Country;** and a new play by Miss Beardsley, **The Billy Sunday Story,** which deals with the early career of the popular evangelist.

No Patronizing Here

To me, the most gratifying aspect of the Bishop's Company's performance was that it proved not to require the indulgence with which I came prepared to treat it. The student who recalls how the art of drama, so long dormant and nearly forgotten, rose again during the Middle Ages through and within the church need hardly be reminded how powerfully drama has enriched religious ritual, or how meaningfully the religious impluse has found expression in drama. He is predisposed toward any serious attempt to re-establish the life-giving connection between dramatic art and worship. And the teacher who sees in such plays as **The Boy with a Cart** and **A Sleep of Prisoners** the exciting fruits of the interest in religious themes shown by a major contemporary playwright is eager to have these plays seen by as many present and potential theatregoers as possible, and is glad to see the church become a "theatre" for the occasion.

Having thus come prepared, in the interest of a "worthy cause," to overlook deficiencies in performance, I was gratified to find that the work of the Bishop's Company calls for no such charitable approach.

The Boy with a Cart is based on a legend of tenth-century England. It traces the career of the shepherd boy Cuthman, who is impelled —after the death of his father and the loss of his home—to journey forth, wheeling his aged mother before him in a cart, and to continue to the place where the cart breaks down, the place where he feels himself destined to build a church to the glory of God.

Fry treats with disarming matter-of-factness the series of divine interventions whereby Cuthman succeeds in constructing the embodiment of his faith and his gratitude, though the handling of the climactic instance of supernatural aid seems, at least to me, tastelessly contrived. And the sharp humor with which Fry draws Cuthman, his mother, and their neighbors serves — no less than does the lyric charm of his verse —to lend consistent interest to his dramatic realization of the theme of God's closeness to man. This simple play the Bishop's Company, some of whose members play several minor roles apiece, presents with wholly appropriate simplicity.

The Words Sing

A present-day theatregoer has been long accustomed to performances employing no scenery, a minimum of props, and only sketchy suggestions of costume. He has rarely, however, seen a contemporary play in which vivid language compensates so richly as it does in **The Boy with a Cart** for the absence of theatrical decor. And he has rarely seen a group seize so imaginatively and effortlessly as does the Bishop's Company the opportunity of suggesting by speech and movement alone the time and place and atmosphere of the dramatic action.

One of the two "narrators" is over-conscious of his impressive vocal sonority, to the detriment of narrative point, and several of the lesser roles are played more broadly than the general scale of the production warrants. But the theme is clearly projected, the characters assume life, the words sing, and the experience is finally a moving and meaningful one. The company performs in the spirit of the play—not solemn, not sanctimonious, not oppressed by the burden of its message, but humanly fresh, warm, and — in sum — profoundly reverent. Fry enriches the spiritual meaning of his play by his wry awareness of the laughter, as well as the glory, that resides in a contemplation of the human situation; the Bishop's Company misses neither the laughter nor the glory.

The Business of Vital Drama

I wish the Bishop's Company well. It has an unusual opportunity to stimulate interest in and understanding of worthy drama in communities that may have had little or no exposure to what is vital in contemporary theatre. It does not attempt to "play down" to non-metropolitan audiences, as witness the inclusion in the repertoire not only of **A Sleep of Prisoners,** in which Fry wrestles powerfully but often obscurely with knottier ethical problems than he treats in **The Boy with a Cart,** but of **Billy Budd,** a painstaking effort to render dramatically the many-faceted moral issues inherent in one of the subtlest works of symbolic fiction ever written. And the professional competence of the company is assurance that its attempt to bring drama back into the church and to give wider circulation to drama that embodies rich spiritual meanings need not be regarded simply as a well-meant try, but represents a substantial achievement.

One feels that not churches alone, but college and university communities, where students often have little opportunity to see consequential drama in professional performance, might find rich reward in sponsoring this group. "Affairs are now soul-size," writes Fry in **A Sleep of Prisoners.** The Bishop's Company has the stature to deal successfully with the soul-size affairs that are the business of vital drama.

Seymour Rudin
University of Massachusetts

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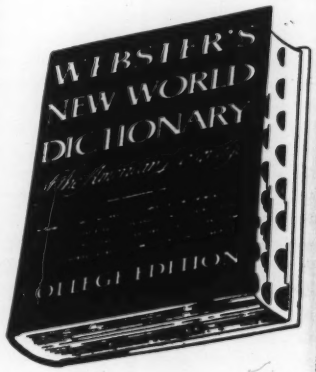

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CEA INSTITUTE CONSULTATION

From October 12 through October 14, at the University of Massachusetts and the Lord Jeffery Inn, Amherst, Massachusetts, a consultation was held under CEA auspices and with the backing and technical assistance of The Center for the Study of Liberal Education for Adults.

The first item on the agenda of this extremely rewarding three-day parley, held between CEA participants and business representatives interested in forwarding the cause of English and other liberal studies, was the topic: What has the CEA Institute accomplished so far?

Answers to this question ranged from the statement that it has opened the eyes of liberal arts teachers to the need of freshly relating their heritage to the realities of the world in which we live and has revitalized our work in the classroom to the statement that it has made the business community newly aware of the value to business of liberal education.

CEA Backing a Major Factor

There was general agreement that the Institute has had a remarkable impact, considering the limited means at its disposal. The assertion was made that the Institute has done better work than any other professional group of its type.

The fact that the Institute has had the backing of the CEA, a solid and effective professional organization capable of taking a broad, non-partisan, liberal view, was cited as a major reason why the business world has come to respect it and look to its leadership.

English Teaching: Key Beneficiary

There was strong agreement that, as an integral part of the total CEA program, the CEA Institute, both indirectly and directly, would make increased contributions toward the strengthening of the status and the morale of the English teacher, and toward making him a more effective teacher. Responsibility to insure such contributions was placed squarely on the shoulders of the joint CEA Institute leadership; and bothe academic and industrial participants fully acknowledged this responsibility.

A Ground Swell

It was pointed out that, through the Institute, the CEA has gone beyond the usual professional organization which merely provides its membership with a magazine and an annual meeting. It was recognized that much remains to be done, and that occasionally the Institute has soared off into the wide blue, but there was a shared conviction that basically it has brought new energy, life, and activity into our profession and has had very definite practical results, even though no one can tell for certain how much of the present ground swell in favor of liberal education can be attributed to it.

What Next?

Four two-hour discussion sessions were devoted to a thorough canvassing of the question: What should be the chief lines of development for the Institute in the future?

Viewing the organization as a dedicated work group devoted to solving a major cultural problem of our time, some felt that its chief role was in the field of discussion and clarification: a continuing project in adult education on the professional level which would keep bringing industrial and academic leaders together and give them a chance both to clarify their common objectives for the purpose of joint action and to iron out or learn to live with their ideological differences. Spokesmen for this view called for more frankness, less politeness — a getting down to real differences of opinion rather than a constant attempt to gloss over the differences.

More Facts

Others repeated the demand that was heard at East Lansing and Schenectady for more precise, factual information on the exact role of liberal education in making good businessmen, and urged that study groups be established to gather such facts and make them widely available. It was felt that important work needs to be done in this field.

The urgency of getting the stimulation of the Institute to both academic and business communities as well as to the public at large was stressed. Special attempts should be made to reach more people in management by publication and by participation in management programs. Speakers experienced in CEA Institute thinking should go out to convince more of the business world of the importance of liberal education and articles along the same line should be placed in mass circulation journals.

Organizational Details

Much of the work of the consultation must go unmentioned in this brief report, but it should be said in conclusion that definite suggestions were forthcoming concerning ways of solidifying and advancing the Institute activities by setting up definite work committees and getting down to the real spadework which will give future Institute meetings added impact and effect.

Present at the consultation, the setting up of which had been approved by the Board of Directors of the CEA at their June meeting, were the Executive Secretary of the CEA, both Vice-presidents, three National Directors, the Treasurer, the Managing Editor of the Critic, a former CEA President, and three CEA members who have worked actively for the Institute. In addition, there were five representatives of industry, one university administrator, and two representatives of the Center for the Study of Liberal Education for Adults. It would be hard to bring together a more representative and effective group.

GOOD NEWS FOR THE LIBERAL ARTS STUDENT

The Lehigh Symposium last November on the theme "Getting at the Facts" got at some very significant facts indeed. These were summarized in The CEA Critic for December 1954 and have become a part of that growing body of ideas which the CEA Institute has contributed to educational thinking. To continue getting at the facts, the Pennsylvania Committee is now advancing its studies.

The Most Important Fact

The most important fact to come out of the Symposium was not formulated at the time, nor does it appear in the summary in the Critic, yet it was implicit in the details that emerged then and there. It is that **the student whose inclination is to give his time and energies to the liberal arts in college, but who wants to go into industry or business upon graduation, is not jeopardizing his future if he follows his inclinations. He may actually be improving his chances for professional success and personal happiness, especially if he has capacity for leadership.**

This is good news for everybody —the student and his parents, the faculty and administration of the arts colleges, and the employer looking for the kind of young man and woman the liberal arts can produce.

The facts are good news for the student because they give him substantial reasons for following his natural bent. It is easy for professors successfully established and with tenure, to tell the eighteen-year-old to relax and take the course of study that interests him most since if he will only do that everything will work out all right.

But the freshman is full of doubt, afraid of failure, ignorant, often, of the way of life he hopes to enter. Many freshmen do not have college graduates as parents. They have no background of higher education to help them make decisions. They accept, naturally and unquestioningly, the assumption that it is the normal responsibility of the young man to find his share of the country's work and to prepare himself to do it.

What we sometimes condemn as crass vocationalism may be subject to a more sympathetic and a more accurate interpretation. For many of these young academic pioneers, choosing a vocational curriculum may be just a matter of sound judgment, like the act of another kind of pioneer who left behind the family library and loaded the Conestoga wagon with rifle, axe, plow, and iron kettle. The CEA Institute, adding the Symposium facts to other information gathered as we have been surveying the trail, can now tell the academic pioneer that he does not need as much hardware as he may think: there is room in the wagon for a lot of books if they are what he wants with him when he settles down.

Reaffirm Our Faith

The Symposium facts are good news for the arts college, chiefly because they reaffirm the value of a liberal arts education which has no goal except to educate young men and women by developing their native powers through four years of intensive acquaintance with the best in our culture and civilization. It should reassure those who fear the vocationalizing either intentionally or unintentionally, of the liberal arts.

Every year, a substantial number of students who began in one of the specialized curricula looking to immediately marketable technical training transfer to the arts, and a very common reason is that they find in the arts the subject matter to which they can devote their unreserved efforts. They do not ask us to vocationalize the arts, nor do those who chose arts in the first place. Our facts should strengthen both of these groups in their conviction that an education in the grand tradition of the liberal arts is the best for them. We can do no less than preserve the integrity of that tradition for them and for those who will follow them.

Finally, the facts are good news for the employer who is looking for men and women of large general powers and with a broad-gauged education, for the number of these graduates should increase as more freshmen gain the courage of their convictions.

Glenn J. Christensen
Lehigh University

Edison Awards for Mass Media

The Thomas Alva Edison Foundation, 8 West 40th St., New York 18, has established a series of national awards aimed at raising the standards of the mass media in order to combat juvenile delinquency. Awards will go to movie films, television shows, radio programs, comic books, and children's books in each of the following categories: The best production portraying America, the best children's production, the best science production. Each of the awards will be a plaque or scroll recognizing the winner as a recipient. Supporting descriptive statements will be published by cooperating organizations, whose combined membership aggregates thirty million. There will also be cash prizes for authors and producers.

Objectives of the awards are: to improve the quality of the mass media, to help alleviate the shortage of scientific manpower, to reestablish traditional values and make them meaningful to the youth of the country.

CEA Represented

By invitation of the Thomas Alva Edison Foundation, The CEA Executive Secretary is serving as a member of its 1955 Committee on Recommendations for National Awards for outstanding radio programs. The CEA is one of the national organizations cooperating with the Edison Foundation to encourage the use of more culturally desirable material by the mass media.

Headed by Dean Warren Bower of New York University, the Committee is working toward selections in each of the categories. Nominations from CEA members would be most welcome, and should be sent to the national CEA office.

Yale Younger Poets Series

John L. Ashbery's book **Some Trees** will be published in the spring of 1956 as the winner in the 1955 competition for the Yale Series of Younger Poets. This is the fifty-second volume in a series begun in 1919 at Clarence Day's suggestion. The 1956 competition for publication in the series will be open to men and women under forty who have not previously had a book of verse published. Manuscripts should be submitted between Feb. 1 and March 1, 1956. Rules of the contest will be sent on request. Address the Editor, Yale Series of Younger Poets, Yale University Press, New Haven, Conn.

ASEE. CEA. And The Liberal Arts

(Summary of a talk given at the 1953 Florida CEA-I Conference by C. A. Brown, Head Department of English and Psychology, General Motors Institute. The central contributions of Profs. Brown and Lisle Rose (Late Editor-Designate of the ASEE journal) to the Seminars at the 1955 CEA-I Conference give renewed timeliness to the statement that follows.)

It is appropriate that this CEA Institute conference is being held jointly with the annual meeting of American Society for Engineering Education, because it adds one more area of cooperation between the teachers of English and those who are preparing young men for engineering and industrial careers.

When the Society for the Promotion of Engineering Education was started shortly before the beginning of the present century, English teachers in engineering schools were welcomed into membership. So far as I know this was the first professional society to do so. During those early years, there was only a small nucleus of English teachers from engineering colleges. Their major efforts were to increase the amount of time for English in the engineering curriculum, and to improve the composition courses.

The first general broadening of activities arose from a two-week school for teachers of English in engineering schools held at the Ohio State University in 1932. While the topics discussed included the teaching of composition and report writing, greater emphasis was placed upon the teaching of literature and the humanities; in fact one whole session was devoted to a consideration of combined courses in the humanities for engineers. Incidentally, it was at that meeting that a group of us undertook the compilation of a list of books for good reading. This was later sponsored by NCTE and is now a Mentor publication. Fifteen of the persons listed as members of the committee or associate editors attended the Ohio State meeting.

A second impetus toward a wider horizon came as the result of the 1940 report on engineering education. In this report, engineering education was divided into the two major stems: scientific-technological and humanistic - social. Shortly afterwards, there was established the Humanistic - Social Division in ASEE. At the beginning, most of the planning for meetings was done by deans and professors of engineering. Now, with the devolpment of humanistic-social departments in a considerable number of engineering colleges, we have a division made up almost entirely of teachers of humanistic-social subjects.

We have reached the point where we should like to take stock of the progress that has been made. During the past year, the Humanistic-Social Division has been conducting a survey of the engineering colleges to determine the scope and nature of humanistic programs offered to engineering students. As might be expected, the earliest progress was made in those schools where the English and Humanistic-Social Departments are "captive," or where the engineering college dominates the university.

In those universities where the dean of the engineering school has had to depend upon the liberal arts college to furnish the English and humanistic-social courses, the progress has been somewhat slower. Last June at our annual meeting at Dartmouth, we devoted a full conference to this problem. It was encouraging to note the extent to which the faculties of the liberal arts colleges are cooperating to provide courses for engineering students.

Out of this background of cooperation within the membership of ASEE, I should like to make some suggestions about future planning.

1. Obviously, cooperation is always more easily secured when there is understanding. The old stereotypes are disappearing. The aloof English scholar and the illiterate industrialist no longer exist, if indeed they ever did exist. English teachers must meet the teachers of engineering and industrialists half way. They can do this on their own campuses, and they can attend the branch, sectional, and national meetings of ASEE. On the other hand, they can invite (as they have done) engineering and industrial people to attend meetings of the CEA.

2. Crusades and panaceas oftentimes do more to offend than they do to win. The professional societies for English teachers are large enough to accommodate the semanticists, the linguistic scholars, and the communications specialists. If any of these overzealously advocate their school of thought, however, they will be misunderstood, and may lose rather than win support.

3. We must acknowledge the reality that most of our students will not major in English. We must, therefore, resist the temptation to proselyte. Ours is the task of fitting them as best we can to live life fully and to be respected in their future professions.

4. Finally, I feel that it is unwise to rush into so-called "practical" courses. Teaching letter writing and report writing requires a considerable familiarity with the world of business and industry. Equipping a teacher of English with a textbook and syllabus on report writing does not make a qualified teacher of report writing out of him.

Some headway in this direction has been achieved. In the past few years a number of teachers of English have been able to secure summer employment, almost approaching the fellowship level, in business and industrial organizations. These people should be better qualified to teach the more specialized courses for engineering students.

BEACHHEADS OF CREATIVITY

All too often, teachers who have the insight to recognize and develop imaginative and creative ability in their students hesitate to recommend that these same students look forward to graduate school and a career in college or university teaching. They reason that the academic world is so structured that positions, rewards, and advancement go to careful, plodding research scholars, not to men with creative flair. They fear to subject the talented young people they value most to the deadening graduate-school and professional conditions they themselves know too well.

But is this not a state of affairs which CEA'ers should do something to change? Certainly, coming generations, like past ones, will suffer hardship. But let us be more courageous. If we do not meet the challenge and do not urge our best students to fight the battle we have failed to win, how can this very important social task ever be taken from the hands of pedants and put into the hands of creative men?

Creative ability is the quality that makes a great teacher and a man of knowledge and wisdom. With greater maturity, many a talented young person who appears to lack the steady, dogged, slightly pedantic nature we feel the graduate schools require can turn out wonderfully well, even though he doesn't get all A's in his graduate courses. Once established, he becomes another beachhead which CEA can use in its unending fight to bring life, imagination, and humanity into our much maligned profession.

Old Versus New: A Continuation

Many items in the Critic demonstrate the cleavage between the so-called "professional educators" and the traditional "classicists." In the first group belong men like Chester Williams, author of "Living Dangerously" (CEA Critic, November, 1954); and in the latter group belong such men as Douglas Bush, Lewis Ball, author of "A Little Learning Is a Dangerous Thing" (CEA Critic, April, 1954) and myself. The following notes aim to throw fresh light on the fundamentals of the problems.

One of the marked characteristics of the "professionals" is a tendency to attack the liberal arts and basic disciplines. Yet when they do make these attacks, it is obvious to all but themselves that they are not well acquainted with the liberal arts and basic disciplines; they do not even seem to know what they are. How could they know? Today it is almost impossible to make any kind of study of a genuinely liberal education (in the traditional sense): I defy any one to find a group of students really exposed to this kind of education, properly taught.

Nevertheless and in spite of the finds of "modern psychology", the liberal arts and basic disciplines are realities which can and must be imparted to students. In lieu of meeting the actual thing, I refer the "professionals" to Newman's Idea of a University. But I recommend, contrary to the findings of "modern psychology," that they read this work at something less than six hundred words a minute; then I recommend that they re-read it, then reflect on it, then observe educational and intellectual life in the nation to see whether or not they have ever met it intimately enough to evaluate its results, much less scorn or condemn it. One reason for its absence is that liberal education cannot thrive or even be understood in the "professional educators'" atmosphere of dogmatic secularism, agnosticism, and/or indifferentism. One must know definitely what a man is before fashioning or imparting effective education of any kind.

Learning By Doing

Another pet method of the "professionals" is learning by experience. Of course all learning of whatever type is arrived at through experience; what the "educators" mean by experience here is learning by doing. However, the great bulk of our learning must come from reading or listening to mature ideas. (Try reading genuinely mature works at less than six hundred words a minute; save the "speed reading" for trivia or for padding bibliographies.) Along with the reading and listening must go mature and deep reflection; this is the only way to assimilate ideas so that they approximate the learning by doing in their vividness and perceived importance.

If very much learning is limited to learning by experience, two corollaries follow: a student is better off out of school experiencing life more directly, a student's total learning is severely limited. It would take a lifetime to learn mathematics by playing store. Field trips (a form of learning by doing) to learn about democracy and community problems bear about as much relation to reality as dress parades bear to amphibious landing under fire. (I have often thought that education would benefit if teachers and administrators would work in factories incognito or join the service as enlisted personnel; these would be genuinely effective "field trips," limited learning but genuine.)

A major characteristic of the "professional educator" is his naive but dogmatic adherence to the divinity of the individual (or group) choice, or impulse, or opinion: hence the prevalence of electives, the reverence for the discussion class, and the stress on a student's feeling the value of something he undertakes or elects. Of course if a student is to understand the value of a course before he elects it, he will never elect it, especially if it is one of those maturer courses aimed at developing understanding. In general this stress on individual judgment is unworkable: in the absence of a definite philosophy of value, the valuable is not chosen (even by teachers) but what will lead to salary or to the immediately pleasurable is chosen. What a difference there is between the exalted language of the educator discussing electives and motivations, and the cynical language of the high school student talking to his mate over a sandwich: "So-and-so is the teacher of such and such and he's a drip."

Associated with the foregoing phenomenon is the worship of democracy by the "professional educator." I personally believe in democracy as the form of government worth striving to make live, but I do not worship it. I do know what democracy is, both in its idea and in its actuality. However, the "professionals" don't really worship democracy: they reverence a noise spelled d e m o c r a c y . I defy any one to find a definite reality behind that word as used by the "educators", a reality which conforms to their practice. Democracy often means to them getting the government to compel people to sit for four years in a building called a high school while they go off to a conference to decide what are the "needs" of a pupil.

Democracy means equality, equal rights to a piece of paper called a diploma, a certificate of residence; is it anything more? Democracy, education is for every one: "good" schools being limited to those who can afford to live in high-tax towns. Democracy means compelling every one to pay for one type of school (his pet type) and then letting a parent exercise his right to educate his child according to his conscience, if he can afford it. Some educators feel that the only democratic thing to do is to close by force the schools paid for voluntarily and compel all pupils to attend the schools paid for by compulsory taxation.

Finally, modern educators seem to think that good education was not possible until their time. (What is good education?) They seem to think they are discovering all the new ideas (therefore good ideas). They lack the historical perspective which would show them that they are merely hiding old ideas under new words and setting up courses to learn the words: they substitute vocabulary for learning and give college credits for it. Much of what is learned in education courses is simple enough to an educated man; it is an insult to require class attendance to learn it. The "educators" seem so enamored of their work that they know that nothing can be learned outside of the classroom. Apparently no one can read and study without the help of a professor of education. Maybe they feel that Johnny can't read even after he has graduated from teachers' college.

The professionals must soon find out what a student is and what life is and then measure their methods and results accordingly. Then they will be able to know who is and who is not educated, not who has or has not the proper credits; then they will be able to stop "testing" and start doing.

The above is not uncharitable even though I do eschew the peculiarly modern type of courtesy in controversial writing. I am not an agnostic and cannot write as one: I cannot write as though I were not sure; I do not fear certainty.

Arthur A. Riel Jr.
Fairfield University

LET SPECIFICITY RING!

The best part of the 1954 CEA Symposium is a paragraph from the pen of Dean Gaede on page 23.

There he reminds us simply that love for language on the part of the teacher of English, his own personal growth therein and the inculcation of similar affection on the part of the student, are totally necessary for the teaching of English in all its phases.

Professor Earnest parallels Dean Gaede in some respects, but his failure to place the same emphasis on language is ruinous. Surely language is the first thing to be looked to in all teaching of literature and of the benefits that flow therefrom. But not one English professor in a hundred ever writes to that effect; and such absence of specificity on the most vital of all "English" themes makes all these addresses we read and hear very much alike, very good, very soulful, as softly lucent as a rounded moon, but vaporous and in the last analysis not directly useful.

Dean Gaede would not say with Professor Earnest that "ours is an impossible job," because he has a definite remedy against the moth and rust of indifference. He tells us exactly what the straw consists of that can make the necessary bricks. Professor Earnest might not dissent from him on the identity or composition of the straw, but suggests, if I read him right, that there is a sufficent substitute for it in a supermanship to be attained by teachers toiling in many directions without rest. What is the utility in such an idea? Can't the nicely "languaged" student occasionally help himself?

Professor Earnest is more specific than some in actually naming "humanistic" courses outside the purely English purview, and this is a performance as commendable as rare. But what we need, from Dean Gaede as well as from Professor Earnest, is something very earthy on just how the germs of love for the English langague are to be nurtured and spread. Are our professors of English, even the best of them in the graduate schools, afraid to mention Latin any more? Except for occasional treatment (as witness in Professor Earnest's address) of all Latin professors of not so long ago as pedagogic numbskulls, there is a great and ominous silence on the subject of Latin (imposed, apparently, on English professors by the Educators, and by unwillingness of the former to share honors and jobs with the Latin teachers).

A. M. Withers
Virginia Polytechnic Institute

Experiment in Workshop Technique

As successor to Robert P. T. Coffin in the Directorship of the Poetry-Fiction Workshop at the Corpus Christi Fine Arts Colony in Texas this past June, George Abbe, former Resident Poet at Mt. Holyoke College and lecturer in the short story at Columbia, successfully repeated an experiment he had conducted publicly twice befor at Springfield College where he has been Visiting Lecturer, 1954-55. Lawrence Holmes, Editor of POETRY PUBLIC and Director of the Poetry Workshop at the Rocky Mt. Writers' Conference at Boulder this past summer, describes it thus:

"Abbe's Poetry Workshop: Tops! . . . . Abbe has some miraculous techniques for getting people started writing poetry uninhibitedly. He gets them writing from profounder levels than the self-conscious. He himself gave a demonstration the likes of which I've never seen before. A piano-player improvised something, a painter painted a picture suggested or inspired by the music, and George Abbe composed a poem — right there on the blackboard in full view of the audience, inspired by the same music. And it all came off beautifully, — a most impressive performance, and a fine poem. George had done this before in Springfield, Mass., and sold the resultant poem to the **Saturday Review of Literature.** The poem he improvised at Corpus Christi took him about half an hour. Watch for it — it will undoubtedly appear in print one of these days." (Ed. note: The poem sold to SRL took Mr. Abbe 15 minutes: the words appeared on the blackboard with such ease that only one change of any kind was made: a line toward the end was begun, crossed out, begun over).

Mr. Abbe has pointed out that these demonstrations freshly reveal the cooperative interplay among the arts: his Corpus Christi poem closely paralleled Eliot O'Hara's abstract water-color-description of the music's mood: O'Hara used the color blue, and Abbe the world "blue" to depict the same part of the music. Without previous consultation or a look at each other's work in progress, each portrayed a theme of cycles of time and human experience.

Encouraged by this response, Mr. Abbe is now carrying his workshop ideas to New England schools. Both Worcester and Suffield Academies have engaged him for 1955-56, and Exeter Academy has asked him if he would be interested in coming to their campus for a two-week period as Visiting Poet. Mr. William Piper, Headmaster at Worcester, believes Mr. Abbe will start "a whole new movement," not only in prep schools, but high schools as well. Mr. Abbe is also sounding out the colleges, where he has already done a variety of successful experimental work in creative writing.

The prospectus to the schools reads as follows:

"Within the next few years, after our long period of domination by the technical and scientific, colleges and preparatory schools both are going to be putting greater emphasis upon the cultural or artistic. Malcolm Cowley, at a recent College English Association meeting, said that we now have to cope with two completely 'lost generations,' actual illiterates; that many students enter college without ever having read a book from cover to cover. The greatest lack has been language. Even our political leaders must hire experts to write their speeches; and the public, rushed, weary, sated with TV, comics, newspaper jargon, is actually suspicious of people who can write or speak well. This creates a gap between articulate leadership and our citizenry — a dangerous thing in a democracy.

"I have taught fiction and poetry at some of our finest universities and I believe that there it is often too late; the best place to begin a renaissance of creative interest and talent is at the prepartory level."

Mr. Abbe then goes on to describe his course as designed "to promote the written word and the kind of public demonstration of it that will check the present rapid disintegration of the English language and give it a turn for the better. Poetry, the highest expression of our language, can best do the job of encouraging a renaissance. In addition to short stories and poems written by individual members of the group, 'cooperative writing' will be undertaken (an experiment Mr. Abbe has already carried out with measurable achievement at the college level). That is, the class conceives the total idea of a short story or drama; assignments are given, and each student writes his own characterization or role or particular portion of description. In the socio-drama manner they put themselves into a situation, and then feel their way through it spontaneously, give impromptu lines at the time, write the fuller poetic parts later.

"One day a week, for two hours if possible, we would have workshop reading and discussion of material. Dramas would be prepared for public presentation. The best poetry and fiction would be published in a mimeographed magazine. Additional experiments would be encouraged. Youngsters are inspired when they have a definite goal or an assured audience. They have the latent capacity to write their own parts in one-act plays, in prose or poetry — and make it stick. There could be inter-school competition, awards, a regular circuit for the best productions. The English language can be elevated, dignified while it is being popularized and shown to be as much fun, as enviable a field of endeavor and triumph as that of the football hero."

Mr. Abbe is interested in receiving CEA reactions to his plan. He would set up one or two college groups if time permitted.

Loring Williams, member of the Editorial Board of the Book Club for Poetry

ENGLISH STUDIES IN JAPAN

(Continued From Page 1)

to learn the language and so to have access to western thought, particularly American thought, can almost be described as a passion.

The Japanese mind does not always use the same logical order that is employed in the west. When the United States decided on a national educational policy it started with the child in elementary school and successively developed its resources for older age groups till it could build a university system. This order grew not only out of the social necessities of our country — the elementary school to Americanize the immigrant, the high school to develop the skilled worker for the new industry, the college and graduate school to meet the recent demands for managerial and research skills—it also grew out of our sense of order. We like to start at the beginning and work to the end.

But when the Japanese decided to introduce a national education in 1872, they set up a university system first of all. This too had its social necessities. Japan was faced with the need to change immediately from a feudal order to an industrial empire. Like the Japanese constitution, the school system was created by a few nobles and imposed on the people through the enormous prestige of the Emperor. The need for civil servants and industrial managers, however, also fitted conveniently into the Japanese aristocratic sense of order. In Japan, the beginning is the Emperor, who is descended from the creative gods.

This pre-war hierarchical sense still exists in Japanese education. What were formerly the imperial universities have the greatest influence. College teachers still control all the elementary and secondary school education by a system of entrance examinations as well as by their status as **sensei** or learned men. In direct quantitative influence the authority of professors of English reaches to about eighty-eight million people.

English studies are started in the junior high schools. Since Japanese children are legally required to stay in school until they are fifteen, this means that within a few years almost everyone will have studied English a minimum of five class hours a week for

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thirty-five weeks for three years. The study is continued by those who go to high school where 83.6% of the pupils elect English from five to fifteen hours a week for three more years.

The post-war demand for higher education has put pressure on the government which so far has been unable to satisfy it. Figures issued in 1954 by the Ministry of Education show that 227 new colleges and universities and 251 new junior colleges have been established since the end of the war. Actually most of these new institutions are merely pre-war ones upgraded from the lycee and gymnasium type to the American four-year college. Student enrollment tells the shortage of facilities more accurately. The highest pre-war number of college students was 470,117. The 1954 total enrollment was 477,681, an actual increase of only 1.6%. Yet the pressure for more schools really appears in the 157,826 students who took entrance examinations in 1949 and the 355,014 students of 1954, an increase of 125%. The amount of heartache hidden in these figures is indescribable. The frustrations caused by limited facilities and the system of examinations often lead to suicide.

5426 Colleagues — Isolated

The 477,681 college students were taught English by 3208 full time and 2218 part time teachers. There are 5426 men and women dedicated to the same goals as we are, who are creating an international tongue, who have experience in teaching English as a second longuage, who are interested in comparative literature, in English and American literature, in criticism, and who write scholarly articles. Yet they feel isolated from us, and we in turn have little access to the large body of their writing and experience.

What is the life of these colleagues of ours? If he is a professor at one of the national universities he teaches 8-10 hours a week, if an assistant professor he teaches 10-12 hours. His monthly salary is low. He may earn a base pay of $47 as a beginning instructor and get $100 as a full professor. This, however, is before the inevitable income tax takes about 20%. To live decently, therefore, he must teach at two or even three institutions and must spend about 20 hours in the classroom. If he is employed at a private college he may teach more hours for even less money. The pay is low because it is part of the civil service schedule. Also, there are not enough competent teachers to fill the demand. So the Ministry of Education holds down salaries to force more work.

At home he lives in a small house that is probably unheated except for a charcoal brazier. With central heating he could read and write more during the winter but, as one man said, he has learned to make a virtue of necessity. He prefers to think of the beauty of the brazier and of sliding paper walls opening on a garden rather than of bodily comfort that he could not afford. Usually he has his parents, or his children with their families living with him, along with the tablets of his ancestors to give a close sense of family. The chances are he commutes daily on trains or trolleys that are so crowded that the pressure of people around him may completely support his weight. I have counted thirty people get off a street car and still thought it too full for me to get on. With all this humanity around him he has had to learn the art of human relations. Tolerance, a quiet voice, and an infinite courtesy that is a respect for others — these are part of his everyday life and of his language. No man is his equal. Every man is either a superior or inferior in gradations so delicate that they cannot be expressed in English.

Before the war the major emphasis in the university was on good teaching. This is still the most important concern. In all centers the interest in new methods of teaching English as a second language is strong. Most teachers are familiar with the work of Professor C. C. Fries, who is undoubtedly the best known American name in our discipline. Still, the traditional translation method prevails in many class rooms where the sound of English is seldom heard except in direct reading of the text. As a result, although students have a large vocabulary, they are not accustomed to speaking and thinking in English. They are painfully self-conscious about pronunciation. If they could be encouraged to place their confidence in structure, many of their difficulties would disappear. In international English, the Japanese pronunciation is merely an additionally enriching sound system. And the energy saved could be used on the more rewarding problem of learning the shape of western thought through the structure of the language.

English Teaching - And Writing

While the emphasis on teaching is still important in Japanese universities, there is also a large body of scholarly writing. Dr. Ichikawa Sanki founded the English Literary Society of Japan, which corresponds to our own MLA. A letter from him appeared in the Critic of December, 1952. Since 1922, even throughout the war years when English studies were suppressed and most English teachers were forced into the military effort, the major language and literature studies have been published in the society's journal, Studies in English Literature. Most of the time it has been a quarterly, and one issue a year prints articles written in English. There is also an American Literature Society founded in June, 1953, which publishes a bi-monthly American Literary Review. Both these groups are organized with branch chapters and hold regional as well as national meetings. Both of them face serious competition today from the critical journals that are now issued by many universities and absorb much writing.

In the 1953-54 academic year there were 905 English studies published in Japan. Until recently, most of the scholars have lacked confidence to write in English and above all have lacked the international audience to warrant it. But the Fulbright program and the United States Information Agency are adding a strong influence to the Ministry of Education program of hiring English language teachers. USIA held four seminars in American literature in regional university centers in 1954-55. Each one lasted two or three days and was attended by 30-50 professors from neighboring institutions. This past summer, USIA held its third seminar of three weeks for professors selected from all over Japan. William Faulkner flew over to attend and to add his reputation to the prestige that the seminar already had.

The results of this combined Japanese-American activity are already apparent. Last year a special issue of The Rising Generation, which corresponds to the Saturday Review of Literature and is edited by Professor Rintaro Fukuhara, was written entirely in English by twelve of the leading scholars of Japan. The Reeds, an annual published by the faculty of Osaka University of Foreign Studies, was all in English this year. And Professor Saburo Yamaya, the editor of the new Studies in American Literature, hopes that most of it will be in English. So we do have access to the work of our Japanese colleagues.

International English: Unexplored Frontier

These events represent a new period in Japanese scholarship. And what is true of Japan is also partially true of much of Asia. International English represents a vast, largely unexplored frontier for our profession. There is room for much work in it: a cooperative approach to comparative literature, world literature studies, semantic and linguistic problems, the development of an oriental criticism of English and American letters. Above all, there is the simple human responsibility of knowing thousands of our colleagues in humanistic studies.

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California CEA

The spring meeting of the Southern California CEA was built around the topic: Who Teaches English Teachers to Teach English? The Rev. Harold F. Ryan, S. J., was moderator. Mrs. Gertrude Addison of the senior high schools of Los Angeles stated that applicants for positions as English teachers are few and poor because remunerative outlets for college English majors are limited, the courses are hard and require great patience, and the paper work of the English teacher is tedious. Three types of applicants who are bad risks as English teachers are 1. the ultra-academic student, 2. the student who is trained too specifically in meeting the demands of the most demanding of all the disciplines, and 3. the student whose training emphasizes some other field such as speech, journalism, etc.

Dr. Cecilia E. Larsen of the Dept. of Education of the Univ. of Southern Cal. stated that sometimes non-recommended persons secure certificates by avoiding recognized institutions of higher learning. She laid the responsibility for lack of knowledge of basic grammar at the door of the college teachers who train and recommend teachers of English. The teacher must know his subject and the techniques of teaching it; he must have poise, know the distance between teacher and student, develop harmonious human relations, and know how to teach the slow learner.

Dr. John R. Adams of San Diego State College, on the other hand, asserted that students need more time for their major and less time for courses in education. The English teacher should know another language besides his own and should have a basic course in philosophy. The college senior should have a review course in composition. The elementary school, the high school, and the college all teach teachers to teach; also, the teacher teaches himself if others don't meddle too much.

Mr. Theodore Erlandson of Loyola summarized the panel discussion and Dr. Francis Christensen of the Univ. of Southern Cal. lead a lively discussion. Mr. Daniel Mitchell of Loyola reporting for the nominating committee announced the following slate of candidates for offices for the 1955-56 term: President, Dr. William D. Templeman, Univ. of Southern Cal.; Vice-president, Dr. William Stryker, Redlands Univ.; Sect. Treasurer, Dr. Ann L. Greer, Los Angeles State College. The slate was approved unanimously.

N. Y. (State) CEA

Regional President Bernard N. Schilling (Rochester) announces that the annual spring meeting of the NYCEA will be held at the University of Rochester in March or April.

The program will deal with the teaching of Shakespeare. One of the sessions will consider Shakespeare as taught to freshmen; another Shakespeare as taught to the English major. An evening session will follow the conference dinner.

RMMLA

The annual meeting of the Rocky Mt. MLA was held October 14-15, at Las Vegas, New Mexico. This year's president of RMMLA is Quincy Burrus, of Highlands University, Las Vegas.

Levette Davidson, chairman of the RMCEA Committee, hopes that a report on the English teaching section of the RMMLA conference will be furnished for Critic coverage.

Other members of the RMCEA Committee are: W. Otto Birk (Colorado) and T. M. Pearce (New Mexico).

Indiana CEA

The 1956 annual meeting of the Indiana CEA will be at Taylor University, Upland, Indiana, on May 11 and 12.

Texas CEA

Mary T. Osborne (San Antonio College) and W. W. Christiansen (Texas Lutheran) are meeting in October to plan for the annual Texas CEA meeting to be held at the University of Texas in the spring of 1956.

Penna. CEA

Spring meeting in April at Ursinus College.

Creative Writing Prize

Three prizes, one of $300 and two of $100 will be awarded in poetry and three in the short story by the Univ. of Virginia for the purpose of stimulating appreciation and creation of American literature. These prizes are made possible through a bequest of Emily Clark Balch to the University.

Closing date for submission of manuscripts is Jan. 1, 1956. Announcement of awards will be made in the spring issue of **The Virginia Quarterly Review.** Address the Review at One West Range, Charlottesville, Virginia for further information.

Scholars and fellows in the Yale University graduate school will be appointed for the academic year 1956-57 on April 1, 1956. Awards will be made in all the major fields of liberal arts and sciences and the competition is open to qualified students in the U. S. and in foreign countries.

Annual Audit Report

John M. Fitzgerald, Public Accountant, Amherst, Massachusetts. has completed an audit of the books of The CEA and The CEA Institute for the calendar year of 1954. He reports that the financial statements of the CEA "present fairly the position of the College English Association at December 31, 1954, and the results of its operations for the year, and conforms to generally accepted accounting principles applied on a basis consistent with the preceding year."

Albert P. Madeira, Treasurer

Poetry Readings a Success

According to an Ed Sullivan column, a femme named Irene Levar is packing 'em in for her nightly poetry readings at a Paris theater. Few in the audience, most of whom are American, understand French. This makes little difference since Mlle. Levar reads in the nude.

Bureau Of Appointments At Chicago

The CEA Bureau of Appointments is maintained by Albert Madeira (Box 472, Amherst,Mass.) as a service to CEA members. The only charge, in addition to national CEA membership, is $5.00 for a twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership fee of $3.50—$1.00 for dues and $2.50 for subscription to the **CEA Critic.** Registration does not guarantee placement. Prospective employers are invited to use the services of the CEA Bureau of Appointments. (No charges.)

Bureau Registrants planning to be available for interviews in Chicago during the annual session should inform Albert Madeira at once. As soon as possible, they should let the Bureau know where they may be reached while in Chicago. If they are in doubt as to the status of their registration, they should ask that this be checked by the Bureau.

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